

PLACE LABEL HERE

Cty-Dist: Bldg:

Reader:

**COMPREHENSIVE SCHOOL REFORM  
EVALUATION CRITERIA  
2005-2006**

SECTION V – INDICATORS OF NEED

(5 points possible) \_\_\_\_\_

SECTION VII – DISTRICT'S CSIP GOALS/OBJECTIVES

(5 points possible) \_\_\_\_\_

SECTION VIII – A. GRANT INFORMATION

(5 points possible) \_\_\_\_\_

SECTION VIII – B. IDENTIFICATION OF SCHOOLS INTENDING TO IMPLEMENT

(20 points possible) \_\_\_\_\_

SECTION VIII – C. DISTRICT SUPPORTING ACTIONS

(10 points possible) \_\_\_\_\_

SECTION VIII – D. COMPREHENSIVE SCHOOL REFORM MODEL – PART I

(85 points possible) \_\_\_\_\_

SECTION VIII – D. COMPREHENSIVE SCHOOL REFORM MODEL – PART II

(35 points possible) \_\_\_\_\_

SECTION VIII – E. BUILDING LEVEL INFORMATION

(60 points possible) \_\_\_\_\_

SECTION VIII – F. BUILDING ACTIVITY BUDGET

(10 points possible) \_\_\_\_\_

OVERALL PROGRAM APPLICATION

(25 points possible) \_\_\_\_\_

**TOTAL POINTS RECEIVED \_\_\_\_\_ /260**

RANKED \_\_\_\_ / \_\_\_\_

**SECTION V – INDICATORS OF NEED****(5 points possible)****Choose only one**

The district's reported needs exceed districts of similar size and location.

(4-5 points)\_\_\_\_\_

Demonstrated needs are comparable to other districts of similar size and location.

(2-3 points)\_\_\_\_\_

No demonstrated need for this grant.

(0-1 point)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:****SECTION VII – DISTRICT'S CSIP GOALS/OBJECTIVES****(5 points possible)****Choose only one**Goals/Objectives are clearly tied to the identified district needs and the purpose of the grant program and are meaningful and objectively measurable.

(4-5 points)\_\_\_\_\_

Goals/Objectives are clearly tied to the identified district needs and the purpose of the grant program. The measurements are objective, **BUT** are weak, and may or may not relate to the goals/objectives.

(2-3 points)\_\_\_\_\_

Goals/Objectives are not clearly tied to the identified district needs and the purpose of the grant program. The measurements are weak and/or not objective.

(0-1 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:**

**SECTION VIII – A. GRANT INFORMATION****(5 points possible)****Choose only one**

A variety of other Federal, state, local, and private services and resources will be used in this grant.

(3-5 points) \_\_\_\_\_

A modest number of other Federal, state, local, and private services and resources will be used in this grant.

(1-2 points) \_\_\_\_\_

No other Federal, state, local, and private services and resources will be used in this grant.

(0 points) \_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:****SECTION VIII – B. IDENTIFICATION OF SCHOOLS INTENDING TO IMPLEMENT****(20 points possible)****Choose only one**

The reasons for identifying the building as having a need for reform:

- are complete and detailed;
- are appropriate and relates to the selected reform model;
- provide abundant information to justify the need for the selected comprehensive school reform model.

(14-20 points) \_\_\_\_\_

The reasons for identifying the building as having a need for reform:

- are complete;
- are appropriate and are in line with the selected reform model;
- provide the necessary information to justify the need for the selected comprehensive school reform model.

(10-13 points) \_\_\_\_\_

The reasons for identifying the building as having a need for reform:

- are vague or did not provide enough information (some information may be missing);
- are not appropriate and/or vaguely relates to the selected reform model;
- provide little information to justify the need for the selected comprehensive school reform model.

(0-9 points) \_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-5	6-9	10-13	14-17	18-20

**Comments and/or Suggestions:**

**SECTION VIII – C. DISTRICT SUPPORTING ACTIONS****(10 points possible)****Choose only one**

The district has:

- indicated assistance and support for the building in a variety of ways to implement and evaluate the chosen reform model;
- provided a brief, but explicit description of what the district plans to do;
- provided extensive additional information which provides the reader with an explicit understanding on how the district will support the building(s) reform efforts;
- signed and dated the Equitable Access;
- tied the District Assistance and Support and Equitable Access sections to the District's CSIP Goal(s).

(8-10 points possible)\_\_\_\_\_

The district has:

- indicated assistance and support for the building in several ways to implement and evaluate the chosen reform model;
- provided a brief description of what the district plans to do;
- provided additional information which provides the reader with a clear understanding on how the district will support the building(s) reform efforts;
- signed and dated the Equitable Access;
- tied the District Assistance and Support and Equitable Access sections to the District's CSIP Goal(s).

(5-7 points possible)\_\_\_\_\_

The district has:

- indicated limited assistance and support for the building in a few ways to implement and evaluate the chosen reform model;
- provided an unclear description of what the district plans to do;
- provided information which provides the reader with an unclear understanding on how the district will support the building(s) reform efforts;
- not signed and dated the Equitable Access;
- not tied the District Assistance and Support and Equitable Access sections to the District's CSIP Goal(s).

(0-4 points possible)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-2	3-4	5-7	8-9	10

**Comments and/or Suggestions:**

**SECTION VIII – D. CSR MODEL - PART I****(85 points possible)**

HAS THIS MODEL BEEN IMPLEMENTED IN THIS BUILDING IN THE LAST THREE YEARS?

☐ Yes **(0 Points)**    ☐ No **(10 Points)**

HAS THIS BUILDING PREVIOUSLY RECEIVED A CSR THREE YEAR GRANT?

☐ Yes **(0 Points)**    ☐ No **(10 Points)**

(0, 10, or 20 points)\_\_\_\_\_

**Building Level Information – Overview of Reform Model and How It Will Improve Student Academic Achievement****Choose only one**

The description is complete and provides detailed information about the model.

The description clearly indicates the grade/levels served by this model.

A clear detailed description including how professional development/ongoing support will be addressed in the building is included. Specific information is provided detailing how the model will improve student academic achievement.

(16-20 points)\_\_\_\_\_

The description provides an adequate amount of information about the model.

The description indicates the grade/levels served by this model.

A description including how professional development/on going support will be addressed in the building is included. Information is provided explaining how the model will improve student academic achievement.

(10-15 points)\_\_\_\_\_

The description provides little or no information about the model.

The description does not indicate the grade/levels served by this model.

A description including how professional development/on going support will be addressed in the building is not included. Little or no information is provided explaining how the model will improve student academic achievement.

(0-9 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-5	6-9	10-13	14-17	18-20

**Comments and/or Suggestions:**

If the reform model does not contain data for theory/research foundation and either evaluation-based evidence of effectiveness or effective methods and strategies, it is not an effective, scientifically-based research model and is ineligible for the Comprehensive School Reform program.

Based on the box(es) checked by the building applicant, please rate the following:

**1. Scientifically Based Research Methods and Strategies:****Theory/Research Foundation:**The reform model: *(check all that apply)*☐ explains the theory behind its design;☐ explains how the reform model's components reinforce one another to significantly improve student achievement;☐ includes references to the scientific literature that clarifies why the model significantly improves student achievement.**If one box is checked award 1 point****If two boxes are checked award 3 points****If three boxes are checked award 5 points**

(1-5 points)\_\_\_\_\_

**Evaluation-Based Evidence of Effectiveness:**

Student achievement gains have been shown: *(check all that apply)*

- ☐ for a single school;
- ☐ using between or within-school comparisons;
- ☐ using experimental and control groups created through large-scale random assignment or carefully matched comparison groups.

**If one box is checked award 1 point**

**If two boxes are checked award 3 points**

**If three boxes are checked award 5 points**

(1-5 points) \_\_\_\_\_

The reform model produced: *(check all that apply)*

- ☐ improvements on other indicators of student performance;
- ☐ student achievement gains relative to district means or other comparison groups using appropriate assessment instruments;
- ☐ educationally significant pre- and post- intervention student achievement gains as reliably measured using appropriate assessments.

**If one box is checked award 1 point**

**If two boxes are checked award 3 points**

**If three boxes are checked award 5 points**

(1-5 points) \_\_\_\_\_

Other indicators of:

- ☐ student achievement gains have been sustained for one or two years;
- ☐ student achievement gains have been sustained for three or more years.

**If this box is checked award 2 points**

**If this box is checked award 5 points**

(2 or 5 points) \_\_\_\_\_

The reform model has been evaluated by: *(check all that apply)*

- ☐ its developers;
- ☐ a state, district, or school evaluation team;
- ☐ by an independent, third party evaluation that has confirmed the significant student achievement gains.

**If one box is checked award 1 point**

**If two boxes are checked award 3 points**

**If three boxes are checked award 5 points**

(1-5 points) \_\_\_\_\_

**OR**

**Effective Methods and Strategies**

- ☐ The model's ability to significantly improve student performance is supported by the following evidence:

**The narrative contains:**

Abundant evidence with specifics explaining the model's ability to significantly improve student performance.

(20-25 points) \_\_\_\_\_

Sufficient evidence with some specifics explaining the model's ability to significantly improve student performance.

(12-19 points) \_\_\_\_\_

Some evidence, although it may be weak, explaining the model's ability to improve student performance.

(0-11 points) \_\_\_\_\_

**Comments and/or Suggestions:**

Implementation:

The reform model has been implemented: *(check all that apply)*

- ☐ in the original pilot site(s) for a minimum of one school year;  
**If this box is checked award 1 point**

- ☐ in the original pilot site(s) for more than three years;  
**If this box is checked award 3 points**

- ☐ in multiple sites for more than three years.  
**If this box is checked award 5 points**

(1-5 points) \_\_\_\_\_

Available documentation: *(check all that apply)*

- ☐ provides general information about the reform model's costs;

- ☐ provides the estimated costs of full implementation, including whether or not the costs of materials, staff development, additional personnel, etc. are included in the reform model's purchase price;

- ☐ provides the costs of full implementation clearly specified, including whether or not the costs of materials, staff development, additional personnel, etc. are included in the reform model's purchase price.

**If one box is checked award 1 point**

**If two boxes are checked award 3 points**

**If three boxes are checked award 5 points**

(1-5 points) \_\_\_\_\_

Information about the schools where the reform model has been implemented: *(check all that apply)*

- ☐ is based on grade level, size, student demographics, poverty level, and racial, ethnic and language minority concentration;

- ☐ successfully, where at least one school with characteristics similar to the target school;

- ☐ has characteristics similar to the target school: same grade levels, similar size, similar poverty levels, similar student demographics, such as racial, ethnic, and language minority composition.

**If one box is checked award 1 point**

**If two boxes are checked award 3 points**

**If three boxes are checked award 5 points**

(1-5 points) \_\_\_\_\_

Replicability:

- ☐ The full replication of the reform model is being successfully initiated in several schools.

**If this box is checked award 1 point**

- ☐ The reform model has been successfully replicated in a number of schools or districts representing diverse settings.

**If this box is checked award 3 points**

- ☐ The reform model has been successfully replicated in a wide range of schools and districts, e.g., urban, rural, and suburban.

**If this box is checked award 5 points**

(1-5 points) \_\_\_\_\_

Comments and/or Suggestions:

**Total Points Awarded For Section VIII – D. CSR Model - Part I (Transfer to Page 1) \_\_\_\_\_/85**

**SECTION VIII – D. CSR MODEL - PART II****(35 points possible)**

If the reform model chosen does not have one or more of these seven components, the district must complete *Section VIII - D. Comprehensive School Reform Model Components, continued* for the missing components. The reviewer will evaluate a district provided component using the same method as if it had been provided by the model developer.

**2. Comprehensive Design For Effective School Management With Aligned Components****(5 points possible)**

The reform model's comprehensive design aligns with: *(check all that apply)*

an abundant number of components (by checking 5 or 6 boxes);

(4-5 points)\_\_\_\_\_

a moderate number of components (by checking 3 or 4 boxes);

(3 points)\_\_\_\_\_

a minimal number of components (by checking 1 or 2 boxes).

(0-2 point)\_\_\_\_\_

**Or - No components have been identified. Completed Section D.**

The district aligns the model with:

an abundant number of components (by addressing 5 or 6 different components);

(4-5 points)\_\_\_\_\_

a moderate number of components (by addressing 3 or 4 different components);

(3 points)\_\_\_\_\_

a minimal number of components (by addressing 1 or 2 different components).

(0-2 point)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:**

**3. External Technical Support And Assistance From Models With Experience And Expertise In School Wide Reform And Improvement****(5 points possible)**

The reform model provides:

initial and follow-up training for three years and/or beyond, other technical support and/or assistance;

(4-5 points)\_\_\_\_\_

initial and follow-up training for one or two years; other technical support and/or assistance;

(3 points)\_\_\_\_\_

initial training for a small building group, who in turn train the staff.

(0-2 points)\_\_\_\_\_

**Or - No components have been identified. Completed Section D.**



The district will provide or will have someone provide:

initial and follow-up training for three years and/or beyond, other technical support and/or assistance;

(4-5 points)\_\_\_\_\_

initial and follow-up training for one or two years; other technical support and/or assistance;

(3 points)\_\_\_\_\_

initial training for a small building group, who in turn train the staff.

(0-2 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:**

**4. Professional Development That Is Continuous And Focused On The Reform Model**

**(5 points possible)**

The reform model provides ongoing professional development activities:

that have been illustrated by checking 5 or 6 boxes.

(4-5 points)\_\_\_\_\_

that have been illustrated by checking 3 or 4 boxes.

(3 points)\_\_\_\_\_

that have been illustrated by checking 1 or 2 boxes.

(0-2 points)\_\_\_\_\_

**Or - No components have been identified. Completed Section D.**

The district will provide or will have someone provide the professional development activities:

that include the activities listed on the application.

(4-5 points) \_\_\_\_\_

that include some of the activities listed on the application.

(3 points) \_\_\_\_\_

that include few of the activities listed on the application.

(0-2 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:**

**5. Measurable Goals for Student Performance and Benchmarks for Meeting Those Goals possible)**

**(5 points**

The reform model has:

established measurable student performance goals and benchmarks for meeting those goals.

(3-5 points)\_\_\_\_\_

established measurable student performance goals, but no benchmarks for meeting those goals.

(0-2 points)\_\_\_\_\_

**Or - No components have been identified. Completed Section D.**

The district has:

established measurable student performance goals and benchmarks for meeting those goals.

(3-5 points)\_\_\_\_\_

established measurable student performance goals, but no benchmarks for meeting those goals.

(2 points)\_\_\_\_\_

student performance goals that are not measurable, and has no benchmarks for meeting those goals.

(0-1 point)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:**

**6. Support With Parental And Community Involvement In Planning And Implementing Reform (5 points possible)**

The reform model has buy-in from:

at least 5 categories of the school community including parents or community members, as represented by the check boxes.

(4-5 points)\_\_\_\_\_

at least 3 categories of the school community, including parents or community members, as represented by the check boxes.

(3 points)\_\_\_\_\_

at least 2 categories of the school community, none of which are parents or community members, as represented by the check boxes.

(0-2 points)\_\_\_\_\_

**Or - No components have been identified. Completed Section D.**

The district has buy-in from:

at least 5 categories of the school community.

(4-5 points)\_\_\_\_\_

at least 3 categories of the school community, including parents or community members.

(3 points)\_\_\_\_\_

at least 2 categories of the school community, none of which are parents or community members.

(0-2 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:**

**7. Evaluation Strategies****(5 points possible)**

The reform model has:

a plan for ongoing evaluation of the implementation of the reform model and for the student achievement results attained.

(3-5 points)\_\_\_\_\_

a plan for ongoing evaluation of the implementation of the reform model, but not the student achievement results attained.

(0-2 points)\_\_\_\_\_

**Or - No components have been identified. Completed Section D.**

The district has developed:

a plan for ongoing evaluation of the implementation of the reform model and for the student achievement results attained.

(3-5 points)\_\_\_\_\_

a plan for ongoing evaluation of the implementation of the reform model, but not the student achievement results attained.

(2 points)\_\_\_\_\_

no clearly understood plan for ongoing evaluation of the implementation of the model or student achievement results attained.

(0-1 point)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:****8. Provides Support possible)****(5 points possible)**

Support is provided for:

teachers, principals and administrators, and other school staff.

(5 points)\_\_\_\_\_

only two of the boxes are checked.

(3 points)\_\_\_\_\_

only one box is checked.

(1 points)\_\_\_\_\_

**Or - No components have been identified. Completed Section D.**

The district is providing support for:

teachers, principals and administrators, and other school staff.

(5 points)\_\_\_\_\_

only two or three of the above.

(3 points)\_\_\_\_\_

only one or two of the above.

(1 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:****Total Points Awarded For Section VIII – D. CSR Model - Part II (Transfer to Page 1) \_\_\_\_\_/35**

**SECTION VIII – E. BUILDING LEVEL INFORMATION****(60 points possible)****Comprehensive School Reform Building Panel****Choose only one**

The building panel was represented by a broad-based range of people (having a diverse group). (4-5 points)\_\_\_\_\_

The building panel was represented by a range of people (very few from the community). (2-3 points)\_\_\_\_\_

The building panel was represented by a restricted small group of people (all school personnel). (0-1 point)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:****Model Selection Process - Identified Needs****Choose only one**

The Model Selection panel

- met six or more times over a year or longer;
- identified priorities and desired outcomes for the building, read various relevant research, visited several other sites;
- selected the reform model through a systematic and thoughtful process;
- read several of the listed topics based on scientific research.

(8-10 points)\_\_\_\_\_

The Model Selection panel

- met at least three to five times over several months;
- identified priorities and desired outcomes for the building, read relevant research, visited other sites;
- selected the reform model through a thoughtful process;
- read a couple of the listed topics based on scientific research.

(5-7 points)\_\_\_\_\_

The Model Selection panel

- met two or less times over a few months;
- identified priorities and desired outcomes for the building, read relevant research, did not visit other sites;
- may or may not have selected the reform model through a thoughtful process;
- read little or no scientific research covering listed topics.

(0-4 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-2	3-4	5-7	8-9	10

**Comments and/or Suggestions:**

**SECTION VIII – E. BUILDING LEVEL INFORMATION continued****(60 points possible)****Model Selection Process - Model Determination**

The faculty/school community had a buy-in that was equal to or above the required buy-in (5 points)\_\_\_\_\_

The faculty/school community had a buy-in that was below the required buy-in (0 points)\_\_\_\_\_

**Choose only one**

The model was determined

- by a detailed, systematic and thoughtful process;
- by addressing all the identified needs of the building;
- by providing extensive information to justify the reasons for selecting the reform model.

(8-10 points)\_\_\_\_\_

The model was determined

- by a systematic process;
- by addressing most of the identified needs of the building;
- by providing adequate information to justify the reasons for selecting the reform model.

(5-7 points)\_\_\_\_\_

The model was determined

- by a restricted and unidentified process;
- by addressing few of the identified needs of the building;
- by providing insufficient information to justify the reasons for selecting the reform model.

(0-4 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-2	3-4	5-7	8-9	10

**Comments and/or Suggestions:**

**SECTION VIII – E. BUILDING LEVEL INFORMATION continued****(60 points possible)****Assessment of Improving Student Academic Performance****Choose only one**

The results in terms of significantly improved student achievement are clearly stated in measurable terms that include the instrument used to measure or evaluate, a baseline or criteria for reference, and a specific degree of expectation. The measurements are reasonable, objective and focus on several measurement systems that mirror the instructional levels addressed in the model.

(8-10 points) \_\_\_\_\_

The results in terms of significantly improved student achievement are clearly stated in measurable terms that include the instrument used to measure or evaluate, a baseline or criteria for reference, and a specific degree of expectation. The measurements are reasonable, objective and focus on several measurement systems.

(5-7 points) \_\_\_\_\_

The results in terms of significantly improved student achievement are stated in measurable terms that include the instrument used to measure or evaluate, a baseline or criteria for reference, and a specific degree of expectation. The measurements may be limited in scope and focus on only one measurement system like MAP scores.

(0-4 points) \_\_\_\_\_

<b>Total</b>	<b>Poor</b>	<b>Weak</b>	<b>Adequate</b>	<b>Superior</b>	<b>Outstanding</b>
10	0-2	3-4	5-7	8-9	10

**Comments and/or Suggestions:**

**SECTION VIII – E. BUILDING LEVEL INFORMATION continued****(60 points possible)****How Reform Model Will Meet Students' Academic Needs and Building's Needs****Choose only one**

The description clearly addresses in detail how the chosen reform model will be implemented in the building. The description clearly explains in detail how the chosen reform model will meet the building needs. The description clearly explains in detail how the model will work to produce gains in student performance.

(14-20 points)\_\_\_\_\_

The description adequately addresses how the chosen reform model will be implemented in the building. The description adequately explains how the chosen reform model will meet the building needs. The description adequately explains in detail how the model will work to produce gains in student performance.

(10-13 points)\_\_\_\_\_

The description does not address how the chosen reform model will be implemented in the building. The description does not explain how the chosen reform model will meet the building needs. The description does not explain how the model will work to produce gains in student performance.

(0-9 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-5	6-9	10-13	14-17	18-20

**Comments and/or Suggestions:****Total Points Awarded For Section VIII – E. Building Level Information (Transfer to Page 1) \_\_\_\_\_/60**

**SECTION VIII – F. BUILDING ACTIVITY BUDGET****(10 points possible)****Choose only one**

Budgeted items or services are:

- directly related to and support the goals, objectives, strategies and activities of the proposed program;
- of high quality to support the goals, objectives, strategies and activities of the proposed program;
- based on the CSIP plan for improving student achievement through a variety of quality expenditures;
- NOT seen as an “opportunistic” approach to securing materials and supplies.

(8-10 points)\_\_\_\_\_

Budgeted items or services are:

- related to the goals, objectives, strategies and activities of the proposed program;
- support the goals, objectives, strategies and activities of the proposed program;
- based on the CSIP plan for improving student achievement;
- are somewhat of an “opportunistic” approach to securing materials and supplies.

(5-7 points)\_\_\_\_\_

Budgeted items or services are:

- indirectly related to the goals, objectives, strategies and/or activities of the proposed program;
- marginally support the goals, objectives, strategies and activities of the proposed program;
- marginally based on the CSIP plan for improving student achievement;
- an “opportunistic” approach to securing materials and supplies.

(0-4 points)\_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-2	3-4	5-7	8-9	10

**Comments and/or Suggestions:****Total Points Awarded For Section VIII – F. Building Activity Budget (Transfer to Page 1)**

\_\_\_\_\_/10



**OVERALL PROGRAM APPLICATION****(25 points possible)****Choose only one**

The proposed program has been developed over a period of time by a broad-based panel through a systematic, and thoughtful process. (4-5 points) \_\_\_\_\_

The proposed program has been developed through a systematic and thoughtful process. (3 points) \_\_\_\_\_

The proposed program seems fragmented. (0-2 points) \_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:****Choose only one**

The proposed program is very cost effective and deliberative, and exceeds the anticipated outcomes for the Comprehensive School Reform grant. (4-5 points) \_\_\_\_\_

The proposed program is cost effective and reasonable, based on the expected outcomes for the Comprehensive School Reform grant. (3 points) \_\_\_\_\_

The proposed program is not cost effective and/or not reasonable. (0-2 points) \_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

**Comments and/or Suggestions:****Choose only one**

The proposed program comprehensively addresses and acts on the identified needs of the district and its students' achievement. (4-5 points) \_\_\_\_\_

The proposed program addresses and acts on the identified needs of the district and its students' achievement. (2-3 points) \_\_\_\_\_

The proposed program does not address and/or act on the identified needs of the district and its students' achievement. (0-1 point) \_\_\_\_\_

Poor	Weak	Adequate	Superior	Outstanding
0-1	2	3	4	5

Would you fund this grant? ☐ No (0 points) ☐ Yes (10 points) \_\_\_\_\_

**Comments and/or Suggestions:****Total Points Awarded For Overall Program Application (Transfer to Page 1)**

\_\_\_\_\_/25